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| http://www.ststephenskearsley.co.uk/images/logo/logo-ststephens.png **2023/24 CURRICULUM OVERVIEW YEAR 1** | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | * Labels, lists and captions * Instructions * Poetry * Words and sentences * Capital letters and full stops * Intro to reading VIPERS | * Stories set in familiar settings * Instructions * Capital letters: names and ‘I’ * Making up sentences * Using ‘and’ to join words * Reading – Vocabulary (V) Prediction (P) Inference (I) | * Traditional stories * Using ‘and’ to join sentences * More capital letters * Adding –s and –es * Reading – Sequence(S) Inference (I) Explain (E) | * Recounts * Information texts * Question marks * Verb endings * Reading – Sequence(S) Inference (I) Explain (E) Retrieve (R) Vocabulary (V) | * Stories from other cultures * Poetry * Exclamation marks * Writing in sentences * Linking sentence * Reading - use of all VIPERS across a range of genre | * Stories from fantasy worlds * Describing words * Adding un– * Reading - use of all VIPERS across a range of genre |
| Phonics | Revise:   * /ai/ <ay> * /ow/ <ou> * /igh/ <ie> * /ee/ <ea> * /oi/ <oy> * /ur/ <ir> * /(y)oo/ <ue> * /or/ <aw> * Revise: * /w/ <wh> * /f/ <ph> * /(y)oo/ <ew> * /oa/ <oe> | Revise:   * /or/ <au> * /ee/ <ey> * /ai/ <a–e> * /ee/ <e–e> * /igh/ <i–e> * /oa/ <o–e> * /(y)oo/ <u–e> * /s/ <c> * /ee/ <y> * /or/ <al>   (walk)  Harder to read words: please, once any, many, again, who, whole, where, two | Introduce   * /ai/ <a> (acorn)   /ai/ <ey> (they)   * /ai/ <ea> (great) * /ai/ <eigh> (weight) * /ar/ <a> (father) * /ee/ <e> (he) * /igh/ <i> (find) * /igh/ <y> (by) * /oa/ <o> (go) * /o/ <a> (was) * /oo/ <u> (push) * /y/+/oo/ <u>(music) * /c/ <ch> (school) * /sh/ <ch> (chef) * /e/ <ea> (head) * /ur/ <or> (world) * /ur/ <ear> (learn) * /oo/ <ou> (soup) * /oa/+/l/ <oul> (shoulder) * /ee/ <ie> (brief) * /v/ <ve> (have) * /i/ <y> (gym) * /air/ <are> (care) * /air/ <ere> (there) * /air/ <ear> (pear) * /ch/ <tch> (catch)   Harder to read words: here, sugar, friend because | * /u/ <o> (brother) * /j/ <g> (gem) * /j/ <ge>(fringe) * /j/ <dge> (bridge) * /s/ <st> (listen) * /s/ <ce> (fence) * /s/ <se> (house) * /n/ <gn> (sign) * /n/ <kn> (knee) * /r/ <wr> (wrap) * /m/ <mb> (lamb) * /z/ <se> (cheese) * /z/ <ze> (freeze) * /ear/ <eer> (cheer) * /ear/ <ere> (here) * /sh/ <ti> (patient) * /sh/ <ti> –tion (station) * /ar/ <al> (half) * /or/ <augh> (caught) * /sh/ <ss> (session) * /zh/ <si> (vision) * /sh/ <ti> * –tious (scrumptious) * /sh/ <ci> (delicious) * –ous, * –ion, –ian | * PHONICS SCREEN (Week commencing 10th June 2024) * Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs | * Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs |
| Mathematics | * Number – Place Value within 10 | * Number (addition and subtraction within 10) * Geometry (shape) | * Number (place value within 20) * Number (addition and subtraction within 20) | * Number (place value within 50) * Measurement (length and height) * Measurement (Weight and volume) | * Number (multiplication and division) * Number (fractions) * Geometry (position and direction) | * Number (place value within 100) * Measurement (money) * Measurement (time) |
| Science | * The Human Body * Seasonal Change | * Materials * Seasonal Change | * Planting * Animals | * Caring for the planet * Seasonal Change * Planting | * Plants * Planting | * Growing and cooking * Seasonal Change |
| Art |  | * PlanBee- Mark Making |  | * PlanBee   Colour Creations |  | * PlanBee   Self portraits |
| Computing | Basic skills and the internet | Basic skills and the internet | E safety and technology | Coding | Digital Creations | Working with data |
| Design & Technology | • Eat more fruit and vegetables |  | •Stable Structures |  | • Moving minibeasts |  |
| Geography/History | Why does the weather change in Kearlsey? | Changes within living memory | The local area | Local History | The United Kingdom | Holidays in the past |
| Music | * Active listening (movement), beat, echo singing, showing pitch moving * Beat, march, timbre, film music. * Timbre, pitch, structure, graphic symbols, classical music. | | * Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C) * Beat, active listening (singing game, musical signals, movement), 20th century classical music. * Question-and-answer, timbre, graphic score. | | * Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music * Mood, tempo, dynamics, rhythm, timbre, dot notation. * Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills | |
| Physical Education | * SAQ * Multi skills | * Dance * Under arm throwing | * Gymnastics * Ball skills inc rolling, scooping, catching | * Send and receive * Kicking and dribbling skills | * ABC * Sending and fielding | * Athletics * GAmes |
| Religious Education | What does it mean to belong to a faith community? | What do Christians believe God is like? | Who is Jewish and how do they live? | Who is Jewish and how do they live?  (Part 2) | Who do Christians say made the world? | How should we care for the world and others and why does it matter? |
| PHSE (Hidden Curriculum) Community | * Me and my relationships   (feelings/emotions/conflict/resolution/friendships) | * Valuing difference   (Includes British Values focus) | * Keeping myself safe   (Includes aspects of Relationships Education) | * Rights and responsibilities   (Includes money/living in the wider world/environment) | * Being my best   (Includes keeping healthy/Growth Mindset/goal setting/achievement) | * Growing and changing   (Includes RSE-related issues) |